

**Report of the
Accreditation Visiting Team**

**Viewmont High School
120 West 1000 North
Bountiful, Utah 84010**

March 3-4, 2005



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Viewmont High School
120 West 1000 North
Bountiful, Utah 84010**

March 3-4, 2005

UTAH STATE OFFICE OF EDUCATION

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State Superintendent of Public Instruction**

**DIVISION OF
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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 3-4, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Viewmont High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the visiting team. The excellent leadership given by Principal Scott Tennis is also commended.

The staff and administration are congratulated for their desire for excellence at Viewmont High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Viewmont High School.

Patti Harrington, Ed.D.
State Superintendent
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VIEWMONT HIGH SCHOOL

ADMINISTRATION AND STAFF

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Jonathan Gochberg..... Assistant Principal
Suzi Jensen.....Assistant Principal
Robert Steele.....Assistant Principal

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Kathy Layton Counselor
Brad Christensen Counselor
Jerry Waldvogal Counselor
Pat Wood..... Counselor
Marlene Hasenyager ATE Counselor

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Bart Thompson
Cheryl Thompson
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Brooke Van Alfen
Kristin VanBrunt
Rod Wayman
Kristin Whitlock
Sue Wilkinson

VIEWMONT HIGH SCHOOL

MISSION STATEMENT

In partnership with parents and communities, we foster educational excellence in a safe and nurturing environment where all students can acquire and demonstrate the skills, knowledge, values, and commitment to lifelong learning necessary to contribute and adapt to our diverse and changing world.

BELIEF STATEMENTS

Students:

1. Students will acquire, retain, process, and apply skills and knowledge.
2. Students will learn to be self-actualized individuals.
3. Students will learn to be effective communicators.
4. Students will learn to be socially responsible.
5. Students will learn to be global citizens.
6. Students will learn best when they are actively engaged in the learning process.

Schools and Instruction:

7. Schools will be responsible partners with students, families, communities, and businesses to strengthen learning.
8. Schools will offer essential knowledge and connect it to real life.
9. Schools will hire and provide support for capable and well-prepared teachers.
10. Schools will support learning by providing adequate training and access to materials, including technology, to facilitate effective teaching and learning.

Climate:

11. Student self-esteem will be enhanced by positive relationships and mutual respect between students and staff.
12. Recognition of faculty, staff and student achievement will build appreciation and collaboration.
13. Learning will be enhanced by a safe, positive, comfortable, and stimulating environment.
14. Learning and life for all is enhanced by a safe, positive, and comfortable environment.

MEMBERS OF THE VISITING TEAM

Ken Spurlock, Alta High School, Jordan School District,
Visiting Team Co-chairperson

Deborah Swensen, Jordan High School, Jordan School District,
Visiting Team Co-chairperson

N. Eric Heiselt, West High School, Salt Lake City School District

Belva Helms, Murray High School, Murray School District

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VISITING TEAM REPORT

VIEWMONT HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Viewmont High School serves students from areas of Farmington City, Centerville City, and Bountiful City. Viewmont High School currently serves 1,742 students in grades 10-12 with a staff of 65 educators, four administrators, and six counselors. The staff's levels of experience range from 30+ years of service to teachers in their first years of service.

The student body is primarily homogenously Caucasian, coming from higher income families. Enrollment predictions for the coming years indicate that the neighborhoods are undergoing a cycle of attrition that is significantly decreasing enrollment. Although the community is homogeneous, there is a slight increase in the number of students in ethnic minority categories.

The strongest definitive feature of Viewmont High School is the community support and participation in the education process of the students. The surrounding community maintains a very high level of involvement as both community partners and parents. The School Community Council is actively involved, as is the PTA. Additionally, parents are involved through sports booster clubs and musical productions.

The leadership of Viewmont High School has made great strides toward creating a safer and more accessible campus for all stakeholders. Many of these improvements have included updating technology to allow learners access to recent changes and upgrades in hardware and software. The leadership of the school has also facilitated improvements in the physical facilities (i.e., new bleachers in the gym and a building expansion). The facility is neat and very clean, which helps to demonstrate the pride that faculty, staff, administration and students have in their school. Teacher leadership has also striven to meet the needs of students in their creation of elective courses and academic course offerings. Viewmont High School is proud of its ability to offer a large number of higher-end classes even in the face of declining enrollment. Also, Viewmont has determined, through surveys, that the majority of its students plan on continuing their education at the collegiate level. To help facilitate this, Viewmont plans to extend upper-end class offerings to include more concurrent classes.

A large number of co-curricular activities are available to students at Viewmont High School. Viewmont offers an active extracurricular experience that includes clubs, service organizations, and athletics.

The written school profile included only test data from the most recent year. This data was not disaggregated. Although the written report did not contain much relevant data, the Visiting Team was able to gain access to data sources during its visit to the site.

a) *What significant findings were revealed by the school's analysis of its profile?*

Viewmont High School has a tradition of high academic expectations. The school's profile indicated a continuation of AP offerings and a move toward increasing the offering of concurrent classes. The school's profile incorporates ACT and Math Criterion-Referenced Test (CRT) scores. Unfortunately, these scores are not disaggregated into subgroups. While the profile indicates the implementation of multiple programs for low-performing learners, there is no evidence presented that any of these programs is creating a positive change in low-performing learners' scores.

b) *What modifications to the school profile should the school consider for the future?*

The Visiting Team is concerned that the school's mission, beliefs, and DRSLs are buried within the written report and unseen until the reader reaches page 156. This data should be the driving force of the accreditation process and should therefore receive the utmost attention.

It is further recommended that the data driving the DRSLs and action plan be easily accessible and presented in an easily understood format. The data should also be disaggregated by groups (i.e., gender, SES, ethnicity, attendance, etc.) in order to indicate that the staff members have identified the non-learners and used the data as the basis for the creation of the school-wide DRSLs.

Suggested Areas for Further Inquiry:

- Identify methods being used to identify the non-learners within the school's clientele.
- Identify school concerns based on additional disaggregated data (e.g., attendance, tardiness, discipline, cheating, percentage of students accessing the online grade system).
- Identify grading disparities within departments and develop comparable assessment strategies.
- Additional suggestions are embedded in the Visiting Team's report.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

All stakeholders served on interdisciplinary focus groups and committees. Viewmont High School even went an extra mile in the self-study process by forming focus groups on the six areas of Goals for Student Learning published by the NSSE. Parents, staff members, students, and teachers were represented adequately as participants in each of the groups. The inclusion of all these groups occurred through the evaluation of the rubrics and recommendations of strengths and weaknesses.

The Visiting Team recognizes that the school and leadership are dedicated to the process of student achievement. The team applauds the Viewmont administration for its insight and initiation of this process. The collaborative process has been effective through evaluation and recommendations for improvement. It is recommended that this process be extended to further develop the action plan.

- b) *To what extent does the school's self-study accurately reflect the schools current strengths and limitations?*

The Visiting Team feels the self-study reflects the current school strengths and limitations, and that the stakeholders who were interviewed represented their school honestly and with great pride. All focus group participants who were interviewed were willing to tell the Visiting Team accurately what was written in their findings and add detail to the reasons they gave for their various strengths and weaknesses. The Visiting Team was especially impressed with the level of involvement of the various stakeholders in the self-study process, as well as their school programs in general.

Additionally, the staff's high level of collegiality, passion for students, and willingness to engage in professional development opportunities were evident. As the school becomes more knowledgeable about using the self-study process to accurately identify student achievement gaps, examine best practices, and reflect on organizational practice, it will become more successful at identifying both strengths and limitations.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Viewmont High School's desired results for student learning (DRSLs) are as follows:

1. Be accepting and respectful of all
2. Connect school, family, and work
3. Be ethical and responsible citizens
4. Solve problems using critical and creative thought processes
5. Enjoy life-long learning
6. Apply effective written communication
7. Acquire life skills and core standards
8. Take personal responsibility and ownership of their educational outcomes

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

Viewmont High School has collaborated to create a shared vision for the school. Some of the different stakeholders who said they were involved in that process were teachers (as focus group members and chairs), administrators, and Community Council members. One teacher summarized the process in the following way: “All committees put in their opinions, then we were allowed to revamp and vote on the mission statement, belief statements, and DRSLs.”

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

Viewmont’s belief statements are comprehensive and do address key issues pertinent to decision and policy making; however, it is recommended that the school revisit the belief statements to make them more concise. A few could be combined or shortened. One teacher said, referring to the mission statement, “Well, that is a little wordy, isn’t it? Our motto—‘Learning Today, Creating Tomorrow with a Tradition of Excellence,’—is more concise. And students and faculty could easily memorize it.” Additional comments guided the Visiting Team to believe that the faculty would be open to revisiting these statements.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

Viewmont’s mission and beliefs, though well thought out, are not measurable and do not align with the desired results for student learning (DRSLs). It was not clear

to all faculty members how the DRSLs are measured. While several teachers feel they have seen specific examples of students achieving the desired results, there is no consensus on what constitutes achievement of each DRSL.

Additionally, throughout the faculty there is only a general idea of what each DRSL means. It is also unclear how the school is collecting data to determine achievement. Currently, achievement is primarily measured through teacher perception. For example, in determining whether students are taking personal responsibility for their education, teachers stated that students demonstrate responsibility after an absence by coming in on their own time and getting any missed assignments or makeup work. Other teachers indicated that student responsibility is demonstrated by students frequently checking their grades online to check on their progress. Data needs to be collected and clearly defined as to how the DRSL concerning responsibility is to be measured.

When the Visiting Team talked with students, they responded by saying that one of the best things about Viewmont High School was the good environment and how accepting and respectful other students are to them. For the DRSL concerning being respectful and accepting of other students, competence was determined through a variety of teacher perspectives. Teachers reported seeing daily inclusion of special education and at-risk students through peer tutoring, student mentoring, and simple, genuine acts of kindness.

When choosing teams in PE classes, students are accepting of those who may not be superior athletes. In English classes, students read novels to enhance understanding of diversity and to gain empathy and understanding for others. However, whether or not the students are more empathetic as a result has not been presented in a measurable format.

The Visiting Team found that the faculty and administration have effectively communicated the DRSL regarding lifelong learning to the students. Statements indicating that the students and faculty are reinforcing this DRSLs include, “Our teachers teach us how to think on our own and make our own judgments and decisions,” and “I think that teachers also teach life-time skills that we can apply everywhere outside of school and at home, and that the lifelong learning DRSL is reinforced at Viewmont High School.”

Programs support the DRSL of lifelong learning. To connect school, family, and work, the counseling center sponsors an internship program that places students into possible future jobs. Also, the importance of lifelong learning is supported by astounding parental involvement in school activities. Parents take charge of things like Red Ribbon Week, musical volunteering, and other Viking Pride activities. So, while actual measured results are not recorded, visits to classrooms and displays in the halls demonstrate that selected DRSLs are being implemented.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The curriculum observed and discussed with the faculty of Viewmont High School appeared to be designed using the Utah State Core Curriculum. Along with the State Core, Davis Essential Skills and Knowledge (DESK) standards are used. In addition, many AP and concurrent enrollment classes are taught using the appropriate standards. Proper testing for each level of class is used to guide instruction.

The development of the curriculum addresses the diverse learning needs of the students. With the variety of classes taught—including special education, child development, technology classes, and AP-level classes—it is evident that students can find the level and diversity of classes needed.

A rigorous and relevant curriculum, as described in the DRSLs, was witnessed by the Visiting Team in many classrooms. Commendation could be made for the effort put into the curriculum design by the individual departments. The Visiting Team would encourage departments to continue to work on curriculum design that implements relevancy to real-world situations, and to increase dialogue among departments for curriculum design, development, and implementation.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

Davis School District and the Viewmont High School faculty and administration provide students with a wide variety of class options. They also provide students and parents with a publication of class offerings called the Danegeld, in which graduation requirements, citizenship policy, and course descriptions are made available. This information is also accessible through the Internet on the school's webpage. Davis School District is also involved in helping to make textbook and instructional support material decisions using research-based criteria. Viewmont High School reports that most curricula are coordinated across grade levels by departments, but that, due to lack of adequate collaborative planning time, cross-curricular approaches are rare. The Visiting Team recognizes that Viewmont High School has a broad range of class offerings and ability range offerings in core subjects.

The Visiting Team would encourage Viewmont High School to continue to work toward reviewing its DRSLs with a curriculum focus, arrange time to discuss and coordinate across departments, recognize current cross-curricular programs, and implement new programs in cross-curricular teaching for learning. Viewmont

High School may also want to investigate trends toward smaller learning communities and their applications with regard to cross-curricular programs.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

The teachers use a variety of learning experiences and activities to keep the students engaged in school. They use problem-based inquiry, student lab projects, and collaborative exploration of topics. Additionally, the students are actively involved in planning and organizing school activities.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

The school is on a block schedule with 96-minute classes, and this presents a challenge for each teacher to make sure that the students are actively engaged during the entire class period. In order to accomplish this, the teachers use direct instruction, technology, classroom discussions, cooperative learning with hands-on activities, and laboratory experiments. The senior students are required to keep portfolios, some of which are electronic and are completed online. These portfolios may include a research paper, resume, internships, and service hours in a career field. Some teachers also have the students teach specific concepts in class, do oral and PowerPoint presentations, and encourage participation from everyone in the class. Members of the Visiting Team observed each of these practices in the different classrooms.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Viewmont High has implemented a remediation class to help students who have not passed the UBSCT. The school has a CLIC after-school program, which is a lab designed to help students who are struggling with writing. They offer internships and out-of-school experiences for students with HOSA. They have a program called Why Try, which is designed to target students with low attendance and performance. This program helps students come up with a plan to get back on track and graduate from high school. This information was obtained from department heads and focus group leaders.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school wide assessments based on clearly articulated expectations for student achievement?*

The staff of Viewmont High School collaborates to implement a variety of assessment strategies. Pretests, pre-assessment rubrics, writing assessments, portfolios, journals, sketchbooks, and 504 notifications, as well as information and input from counselors, are all available for teachers to articulate appropriate expectations for student achievement. The Visiting Team observed multiple forms of assessment. The staff attempts to clearly state assessment expectations and performance standards in individual class disclosure documents. Most assessments are linked to specific instructional uses.

The assessment focus group recommends that the school “teach and measure the school DRSLs.” It is recommended that this idea be continued and prioritized. The school initiated the use of the rubrics from the state in the focus group assessments, but has failed to develop its own rubrics or a clear form of assessment for the school’s DRSLs. Increasing school-wide understanding of criteria for selecting the DRSLs would enable the school community to have a clear focus on curriculum and instruction.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The following types of assessment tools were observed during the visit: performance tasks, oral presentations, products/projects, practicums, essay response, research/term papers, group projects, student journals, student portfolios, interviews, and open-ended questions. The Visiting Team realizes that certain classes lend themselves to more varied assessments. The focus group mentioned that 504s and IEPs are confidentially given at the beginning of the year so that individual accommodations can provide the best learning environment possible for certain students.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

Assessments seem to adequately cover the intended range of essential knowledge and skills to be assessed. Students are provided with some additional opportunities to demonstrate their learning beyond the initial or traditional assessment in many classes. Teachers evaluate with fair and consistent assessments using “rubrics and teacher models (given at the outset of the instruction to be used as examples of quality work).” The focus group recommends using assessments that eliminate cheating. They also recommend identifying grading disparities within departments, and then developing comparable assessment strategies. This collaborative effort is commended, and its continuation is recommended. Common rubrics within departments would be useful to eliminate bias and distortion.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The leadership team (composed of the principal and assistant principals) of Viewmont High School encourages an atmosphere of collaboration and collegiality among the teaching and support staff. Monthly collaborative “working lunch” meetings with the leadership, individual departments, and the counseling staff are just one of many site-based programs that are encouraged. Similar collaborative approaches are found in the budgeting and resource allocation process.

The Viewmont High School teaching staff is greatly encouraged by a variety of professional development programs offered by Davis School District, as well as by site-based offerings. (The Visiting Team did not have access to data as to the number of teachers who participate in these programs, nor their perceived effectiveness.) Additionally, leadership team members meet individually with teachers to evaluate individual classroom goals and professional goals. The Visiting Team is concerned that there were no teaching staff members in this focus group. The team attributed this fact to a lack of teacher interest in serving on this team, as all staff members were encouraged to participate in the focus group that best met their own personal interests. From this, the Visiting Team concluded that staff members were confident with allowing the leadership team to self-critique and self-reflect.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

The leadership uses sources such as the Preventative Needs Assessment to identify students who may need additional scaffolding and support. Once such students have been identified, the leadership team continues to track their progress until they leave the school. Using this continuous data, decisions about student needs are made.

The school’s Student Services Committee regularly gathers data on students throughout the school. Based on this data, the committee makes recommendations regarding additional support for students identified as needing additional assistance.

Although there was no hard data or evidence of the effectiveness of these programs within the written report, the Visiting Team felt assured, after visiting with the administrators and viewing their files, that ongoing analysis is occurring.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

The Viewmont High School leadership team takes an active interest in the academic progress and performance of all learners at Viewmont High School. Regular review of test scores (including UBSCT, SCT, and AP tests), as well as grade point averages, occurs in regularly scheduled leadership team meetings. Annual meetings with individual teachers allow school administrators to co-evaluate the effectiveness of classroom instruction. Although teachers are given access to test data in the form of passing rates, many teachers expressed a desire to receive the data in a disaggregated form in order to better identify indicators of non-learners.

The Visiting Team was unable to find any hard data that was in any disaggregated to identify non-learners in the written report. It is assumed that this data is available to administrators but has not been made available to the teaching staff in order to create any needed changes within curriculum presentation and development.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

During discussions with educators, students, and staff members, the Visiting Team learned that stakeholders feel that Viewmont High School is a safe environment that allows for student learning. Some printed survey data did indicate that a drug and alcohol problem was occurring within the student body; further discussions revealed that students acknowledged the use of drugs and alcohol by some students of Viewmont High School and that the consumption of these did not occur on campus, but rather in the community at large. The data shared with the Visiting Team by the leadership and security staff indicates that on-site use of alcohol and drugs is rare but treated effectively. Again, this data was not in the written report but was gathered during the site visit.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The leadership of Viewmont High School has implemented programs, including Why Try and Learning Techniques, to assist students in their learning. The emphases of these programs reflect the one DRSL and several action plan goals in the areas of communication and problem solving.

The leadership of Viewmont High School has identified the need for smaller class sizes. The administrators have therefore allocated funding for productivity periods

in order to accomplish this goal. This allocation is admirable and can have a positive effect on student learning. The Visiting Team would suggest that the leadership better identify which action plan items and DRSL this program is supporting.

Allocation of funding is twofold. Departments are autonomous in the use of their allocated funds. Individual teachers or groups of teachers may also approach the leadership team in requesting funding. Requests for these funds are accompanied by data and goals in order to be considered. This allows the classroom teacher to pursue researched programs to implement into their existing curriculum. The Visiting Team recommends that future allocation requests have direct tie-in with the school-wide action plan and DRSLs.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The Viewmont High School leadership empowers the teaching staff through regular accolades, providing a presence at all extracurricular events and in encouraging professional development. Leadership team members also take an active interest in the lives of students. Many students commented on their appreciation for this ongoing attention from their administrators.

The cleanliness of the school site is very impressive to the Visiting Team. The Visiting Team is especially impressed by the students' conduct toward their school building. It is obvious that this attitude has been thoroughly modeled by staff members.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

The Visiting Team was impressed with the positive and productive working relationship that has been established among students, teachers, support staff, and administrators. Teachers and students feel supported by the administration. The school has created a sustained learning environment for students through an open media center for computer usage, available tutoring after school, pullout classes for students struggling in math, and the Why Try program. Students generally feel that there are multiple opportunities for success and experience through a large variety of available extracurricular activities and class offerings. Students feel welcome and believe that their teachers care about them.

Additionally, the administration works consistently to involve student representatives in the school's decision-making processes. This was seen in the

student government's participation in the accreditation process, and in the school-wide honor code developed and adopted by the student body.

Teachers are engaged in collaboration to improve teaching strategies through their "Critical Friends" groups. The school's stakeholders work effectively as a learning community. Certified and support staff members embrace the diverse interests of their students.

Many teachers have a vested interest in the success of all students, as they have spent the majority of their career at Viewmont. They see their impact on the students' ability to become lifelong learners as a key component in instruction.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Viewmont High School actively engages parents and families as partners in the learning process through a variety of programs. This is evident from parents' participation in booster clubs, PTA, musical productions, and presenters/speakers and assistants in classes. The school administration works with the PTA to open dialogue with sophomore parents through interactive lunches. The School Community Council and PTA are actively involved in the process of education at Viewmont.

Partnerships have been developed to foster opportunities for students through Viewmont's internship program and through speakers in the classrooms. The school forges productive links with the larger collegiate academic community through vocational programs, AP courses, and concurrent enrollment. Viewmont focuses on preparing students for college entry; however, students feel pressure to meet a high standard. Given this focus and student concern, Viewmont is dedicated to increasing their concurrent offerings in hopes of engaging more of their students while lowering the academic pressure felt in AP classes.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

The culture and organization of Viewmont High School provides strong support for professional development and school improvement. Assessment of school strengths and needed areas of improvement provides focus for professional development and school improvement goals. Monthly faculty meetings provide the opportunity for faculty members to share effective teaching and assessment strategies. Many teachers participate in district-funded in-service training opportunities, and reach across curriculum areas to share expertise in order to

improve student learning and help students recognize cross-curricular connections in learning.

The Critical Friends model used by over one-third of the faculty allows teachers from different curricular areas a chance to focus on teaching strategies, student learning, and educational discussions. This also gives teachers a chance to focus on the school goals.

The school administration meets weekly to discuss the latest and best educational practices, as well as review data and best practices with the faculty at monthly meetings.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

It is evident that the school administration actively supports opportunities for individual and collective development. The Visiting Team saw evidence that Viewmont High School provides a positive and rich culture for both students and teachers to improve and grow. There is overwhelming evidence that the administration creates a climate for continuous improvement of instructional design and curricula. The Visiting Team is confident that improvement efforts will continue long after this report is submitted.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Standard I – Educational Program

This standard is met. Viewmont's instructional and organizational practices, as well as its policies and procedures, support the desired results for student learning and prepare students to succeed in a culturally diverse, democratic society.

Standard II – Student Personnel Services

This standard is met. Student personnel services are designed to give systematic assistance to students. The assigned personnel for guidance includes a minimum of one full-time person for each 400 students enrolled.

Standard III – School Plant and Equipment

This standard is met. The school plant provides for a variety of instructional activities and programs and incorporates aesthetic features that contribute to a positive educational atmosphere.

Standard IV – Library Media Program

This standard is met. The school library media program is a primary resource for literacy, information, and curriculum support. A certified library media teacher provides instruction, resources, and activities to promote independent use of ideas and information.

Standard V – Records

This standard is met. Student records are maintained, handled, and protected in the best interests of students and parents. Students and parents have the right to access personal student records and are ensured the privacy of such, as guaranteed by federal legislation.

Standard VI – School Improvement (This is addressed in the self-study.)

This standard is met. The school improvement plan focuses on the total school rather than each of the separate components within the school.

| Standard VII – Preparation of Personnel

This standard is **not** met. Math teachers lack the proper endorsement.

Standard VIII – Administration

This standard is met. The administration of Viewmont provides educational leadership, supervises and coordinates programs, and carries out the necessary administrative procedures.

Standard IX – Teacher Load

This standard is **not** met. Seven teachers have excessive class loads of over 210 students.

Standard X – Activities

This standard is met. Viewmont supports a range of activities that supplement the basic instructional program by providing additional interests and opportunities for learning to take place.

Standard XI – Business Practices

This standard is met. The school is financially responsible. Proper budgetary procedures and generally accepted accounting principles are followed for all

school funds. The school's advertising and promotional literature are completely truthful and ethical.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

Viewmont High School has identified three main areas of focus for school improvement. The Visiting Team recommends that Viewmont High School revise these goals in order to align the goals with their DRSLs. The Visiting Team applauds the school's recognition of the need for professional development; however, this is only one component of the process. It is recommended that the action plan clearly articulate how the teachers will use this professional development to transfer progress toward student learning.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

Viewmont High School stakeholders are firmly committed to their action plan and school improvement. The district personnel are very supportive of the school and its efforts in designing and implementing the action plan.

- a) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

The Visiting Team recommends continued self-study to develop a follow-up process for monitoring the accomplishment of the action plan. The Visiting Team has seen the commitment Viewmont High School has toward its self-study and action plan, and feel confident that the school will continue to fine-tune its plans and use its data in making educational agenda decisions.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Students feel cared about, valued, and accepted by all stakeholders.

- All students are encouraged to work to their full potential through rigorous and relevant teaching strategies.
- All stakeholders are involved in supporting and increasing student learning.
- Teachers use a variety of innovative teaching and assessment strategies based on valid research.
- Viewmont High School provides a clean, organized, and aesthetically pleasing facility that enhances learning.

Recommendations:

- The Visiting Team recommends continued self-study to develop a follow-up process for monitoring the accomplishments of the action plan.
- The Visiting Team recommends that additional stakeholders participate in accreditation training to increase collaboration in the self-study process at Viewmont High School.
- The Visiting Team recommends that Viewmont High School evaluate its DRSLs to assess whether they meet the criteria of being relevant, observable, and measurable.
- The Visiting Team recommends that Viewmont High School further disaggregate its data into a usable summary format for collaboration and use with all stakeholders.